

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Mesa Verde Elementary School

Amphitheater Unified District  
1661 W. Sage, Tucson, AZ 85704-2244

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Foster E. Hepler  
Schedule: 7:00 AM to 3:30 PM  
Web Address: [www.amphi.com/~mesav/](http://www.amphi.com/~mesav/)  
E-mail: [fhepler@amphi.com](mailto:fhepler@amphi.com)

Grades: K-5  
2002 Enrollment: 444  
Phone: (520) 696-6090  
Fax: (520) 696-6137

## ∨ School Overview ∨

### Mission

Mesa Verde students will be responsible, productive and healthy citizens. To accomplish this, the school, parents and community will work together to provide an environment which enhances academic excellence; cultural/global awareness; and physical, social and emotional well-being.

### Organization and Philosophy

- w Modified Calendar
- w Traditional Classrooms
- w Cross-categorical Special Ed Classrooms
- w Looping Classrooms

### Instructional Programs

- w Music/Art/Physical Education Specialists
- w Special Education Resource
- w SEI Program
- w Gifted Resource Program
- w Technology-based Learning
- w At-risk Programs
- w Parental Involvement
- w OASIS Intergenerational Program

### School/Academic Goals

- w A percentage (to be determined later) of continuing students at Mesa Verde will maintain or increase their Stanine level in reading as measured by the Stanford 9 test to be administered in the spring of 2003.
- w Increase by 2-4 percentile points at each grade level, the number of students falling in the average or above average range in the area of measurement on the problem-solving portion of the Spring 2003 Stanford 9 assessment.
- w Technology will be used as an instructional tool for all students.
- w All students will demonstrate skills in the Six Trait Writing Rubric. There will be a concentrated effort on the Traits of ideas/content, word choice, organization and conventions.

### Enrollment

October 1, 2001 School Year Student Enrollment:	493
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	34

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w School Strategic Plan  
 w Parent/Educator Relations  
 w Curriculum and Instruction Input  
 w Shared Decision Making  
 w District Input

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	9.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	0	0	0
10 or more years	12	10	0	0

## ▽ Shared Responsibilities ▽

### School

Mesa Verde is committed to providing open, positive communication with parents; a discipline program that is positive, fair and consistent; clear objectives and purposes for instruction; maximum use of classroom learning time; assignments clearly communicated to students; instructional materials appropriate for learning; sensitivity to student needs and feelings; instruction that relates to students' own lives and an atmosphere of safety.

### Parents

Parents and school staff are partners in the education process. An overriding parental obligation is to provide a physically and psychologically safe home environment for the child. Specific responsibilities include proper clothing, nourishment, student attendance, transportation to/from school or bus stop. At a deeper level, parents are encouraged to model and instill a love of learning, support development of good study habits, nurture each child's personal excellence and support education.

## ▽ Transportation Policy ▽

District vehicles and school buses are provided as a service to district students. Students residing in the Mesa Verde attendance area are eligible for transportation. Special Education students living outside of the Mesa Verde attendance area are eligible for transportation according to open enrollment guidelines. Bus stops are located within one-half mile of the school for grades K-3 students and one mile for grades 4 and 5 students.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/1/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/29/03

**Operates on Year-round Schedule**

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### Report Card Release Dates

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10/4/02	12/19/02	3/7/03	5/29/03
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## Additional Calendar/Report Card Information

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Mesa Verde Elementary School operates on a modified calendar, commonly referred to as the 45-10 single track. Essentially, school begins August 1 and runs for 45 days and then takes 10 days off for intersession. The school year is completed on May 29, 2003. Quarterly reports, conferences, classroom communications, PTO and Site Council meetings, positive phone calls from the principal, curriculum nights, student performances and special events assist with ongoing communication.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

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Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

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W Computer Lab and Fine Arts Classrooms	W Desert Garden and Student Gardens
W Cross-categorical Special Ed Classrooms	W Physical Education Facilities

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### Extracurricular Activities

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W Odyssey of the Mind	W Intersession Classes
W Parks and Recreation	W Chorus/Band/Orchestra
W Noon Time Games/District Track Meet	W Before/After School Programs
W Student Council and Yearbook Club	W Kids Helping Kids Community Service Club

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### School/Community Resources

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W Counseling Services	W Health Services
W Clothing/Food Banks	W Day Care
W Academic Support for At-risk Students	W Afterschool Programs
W Breakfast Program	W Lunch Program

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- w High satisfaction rates on parent survey.                      w Strong achievement test scores.
- w Award-winning student service learning program, Kids Helping Kids.                      w Strong parent-teacher support.

### Student Information: 2001-02 Student Activity Rates

		Arizona		
	School	K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	6.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	5.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
3rd Place - Arizona Odyssey Of The Mind	2001
Fox TV Goal Go-Getters Award	2000
Amphi Poetry Contest Winners	2000
2nd Place - Arizona Odyssey Of The Mind	2000

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>							
<b>Reading</b>	<b>School</b>	<b>75</b>	<b>533</b>	<b>5%</b>	<b>5%</b>	<b>53%</b>	<b>36%</b>
	<b>State</b>	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>73</b>	<b>555</b>	<b>5%</b>	<b>1%</b>	<b>74%</b>	<b>19%</b>
	<b>State</b>	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>76</b>	<b>522</b>	<b>4%</b>	<b>22%</b>	<b>46%</b>	<b>28%</b>
	<b>State</b>	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>104</b>	<b>523</b>	<b>12%</b>	<b>10%</b>	<b>44%</b>	<b>35%</b>
	<b>State</b>	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>99</b>	<b>555</b>	<b>4%</b>	<b>11%</b>	<b>49%</b>	<b>35%</b>
	<b>State</b>	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>105</b>	<b>512</b>	<b>10%</b>	<b>25%</b>	<b>14%</b>	<b>51%</b>
	<b>State</b>	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	99	63	60	--	--	--
2	Reading	--	--	--	100	71	50	86	64	52	80	63	53	84	64	57
	Language	--	--	--	100	57	40	92	58	43	82	56	44	89	57	48
	Mathematics	--	--	--	100	70	51	92	63	55	80	64	57	85	78	61
3	Reading	90	66	47	100	72	47	98	76	48	81	65	50	88	69	50
	Language	100	67	49	100	73	51	100	76	54	82	68	56	91	69	57
	Mathematics	97	62	46	100	73	49	99	81	52	80	61	54	87	68	56
4	Reading	100	78	53	100	71	54	87	78	54	85	77	55	76	76	55
	Language	100	71	47	100	61	49	91	67	48	90	69	50	79	65	50
	Mathematics	100	76	51	100	59	54	87	74	55	86	76	57	80	69	58
5	Reading	95	78	51	100	74	51	92	69	51	84	72	51	77	73	53
	Language	96	67	42	100	67	44	93	59	45	87	66	45	78	70	47
	Mathematics	96	82	51	100	78	54	96	67	55	84	76	57	79	83	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>85</b>	<b>82</b>
<b>Grades 3-4</b>	<b>93</b>	<b>81</b>
<b>Grades 4-5</b>	<b>60</b>	<b>78</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

A safe and orderly climate is promoted through the Amphitheater Code of Conduct; a positive and preventive approach to discipline; student training in problem solving; curriculum and instruction appropriate to student needs; parent/teacher collaboration.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,985	\$1,396,365
Classroom Supplies	\$14	\$6,331
Administration	\$512	\$239,432
Support Services-Students	\$177	\$82,883
Other Support Services and Operations	\$712	\$333,159
Total Expenditures- All Categories 2000-2001	\$4,400	\$2,058,170

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Foster E. Hepler	(520) 696-6090	
<b>Transportation Policy</b>	Mark Lappitt	(520) 696-3780	
<b>Community Resources</b>	Richard Hooley	(520) 696-5170	
<b>School Nutrition Programs</b>	Karen Martin	(520) 696-5134	
<b>Parent Organization</b>	PTO	(520) 696-6092	
<b>Student Health/Nurse</b>	NDS		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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